DOCUMENT RESUME

ED 266 849 PS 015 637

AUTHOR Olsen, Glenn W.
TITLE Campus Child Care within the Public Supported Post-Secondary Educational Institutions in the State of Wisconsin.
PUB DATE 85
NOTE 104p.; Ph.D. thesis, University of Wisconsin-Madison.
PUB TYPE Dissertations/Theses - Doctoral Dissertations (041) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Campuses; *Day Care Centers; Early Childhood Education; Parent Attitudes; Postsecondary Education; *State Colleges; *State Programs; State Surveys; *State Universities; *Student Needs
IDENTIFIERS *Wisconsin

ABSTRACT

The availability of campus child care, day care needs, and parents' preferences for day care were examined at the 42 public supported postsecondary institutions or districts in Wisconsin: the vocational-technical districts, the 4-year universities, and the 2-year university center system campuses. The districts in Wisconsin were surveyed to discover the availability and operation of campus child care. In addition, 206 parents who used campus child care responded to a questionnaire about their child care needs and preferences. Findings revealed a significant difference in child care center sponsorship among the three educational systems. Both the Vocational, Adult, and Technical Educational System and the 4-year University of Wisconsin had a majority of campus child care centers, whereas the 2-year University of Wisconsin Center System had only two campus child care centers. No significant differences among the three educational systems were found in the following six areas: (1) the percentage of students using the campus child care centers relative to the total student body; (2) reasons parents give for using centers; (3) parental need for campus child care in the absence of a campus center; (4) convenience; (5) costs; and (6) quality of staff in the campus centers in comparison with other local child care programs. Three pages of references are included and questionnaires used in the study are appended, as well as lists of the institutions under study. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED266849

CAMPUS CHILD CARE WITHIN THE PUBLIC SUPPORTED POST-SECONDARY EDUCATIONAL INSTITUTIONS IN THE STATE OF WISCONSIN

by

GLENN W. OLSEN

A thesis submitted in partial fulfillment of the
requirements for the degree of

Doctor of Philosophy
(Educational Administration)

at the

UNIVERSITY OF WISCONSIN - MADISON

1985

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Glenn W. Olsen
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 015637

CAMPUS CHILD CARE WITHIN THE PUBLIC SUPPORTED POST-SECONDARY EDUCATIONAL INSTITUTIONS IN THE STATE OF WISCONSIN

A thesis submitted to the Graduate School of the University of Wisconsin-Madison in partial fulfillment of the requirements for the degree of Doctor of Philosophy

by

GLENN W. OLSEN

Degree to be awarded: December 1985 May 19____ August 19____

Approved by Thesis Reading Committee:

Major Professor — **Date of Examination** October 28, 1985

Dean, Graduate School

ACKNOWLEDGEMENTS

This thesis is dedicated to members of my family who have provided me assistance, support and understanding. Barbara, my wife, has been a tremendous source of encouragement and assistance. My two daughters, Ann and Sarah, have contributed by allowing me to have uninterrupted time to engage in this study.

Both of my parents, Kermit and Helen May Olsen have been very supportive and inspirational as I continued my graduate studies.

My sincere appreciation is expressed to Professor Donald McCarty, my advisor, who gave me a tremendous amount of help and guidance. His continued motivational inquires kept me focused on my goal.

Gratitude is also expressed to Professor Merle Strong, who allowed me to develop the idea for my thesis in his class. His efforts in editing and support have been greatly appreciated.

I have appreciated the help Professor Lloyd Frohreich has provided. His comments have been very beneficial.

I would also like to thank Professor Patricia Flood for serving on my examining committee. I am pleased to have had the privilege of working with her.

A special appreciation is expressed to Professor Charles Hennon who is also serving on my examining committee. His personal support and efforts in editing my research is greatly appreciated.

Thanks also is extended to Cynthia Campbell, Esther Adams, Reggie Ebert and Al Brooks for their special skills in enabling me to finish this undertaking.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS ii

LIST OF TABLES vi

ABSTRACT vii

CHAPTER

I. INTRODUCTION 1

Review of the Literature 5
The Historical Development of the Child Care Movement. 6
The Development of Campus Child Care at Post-Secondary Institutions. 11
Campus Child Care Centers in Existence Today . 16
Campus Child Care in the Vocational-Technical Adult Education System in Wisconsin. . . . 18
Wisconsin State-Supported Two-Year and Four-Year Institutions 19
Significance of the Study 20
Limitations of the Study. 20
Summary 21

II. DESIGN OF THE STUDY 22

Research Questions. 22
Instrumentation 24
Validity 25
Reliability. 26
Procedures for Data Collection. 27
Data Analysis 31
Summary 32

III. PRESENTATION OF DATA. 33

Demographic Data 33
Statistical Analysis of the Data. 50
Summary 55

IV. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS 56

Summary of the Study. 56
Findings and Conclusions. 60
Implications and Recommendations. 65

REFERENCES 69

APPENDIXES 72

A. Vocational, Technical and Adult Education Districts 72

B. Four-Year University of Wisconsin Educational Institutions 75

C. Two-year University of Wisconsin Centers. . . . 76

D. Campus Child Care Survey. 77

E. Parent Child Care Survey 87

F. Letter to Deans/Student Services Director . . . 93

G. Letter to Center Directors. 94

H. Vocational, Technical and Adult Education Districts Sponsoring Child Care 95

LIST OF TABLES

Table 1 - Parental Questionnaire Return Rate for the Nine Child Care Centers

Table 2 - Number of Years Campus Child Care Has Been in Existence

Table 3 - Groups that Initiated Campus Child Care

Table 4 - Organizations that Operate Campus Child Care Centers

Table 5 - Types of Campus Child Care Arrangements

Table 6 - Incentives for Program Continuance

Table 7 - Benefits of Campus Child Care for the Educational Institutions

Table 8 - Reasons for Not Sponsoring a Campus Child Care Center

Table 9 - Marital Status of Sample

Table 10 - Family Income

Table 11 - Child Care Arrangements Preferred by Students/Staff Who Have Children in Specific Age Groupings.

Table 12 - Primary Reason for Choosing Campus Child Care

Table 13 - Degree of Difficulty in Attending School/Work if Campus Child Care was Not Available

ABSTRACT

CAMPUS CHILD CARE WITHIN THE PUBLIC SUPPORTED POST-SECONDARY EDUCATIONAL INSTITUTIONS IN THE STATE OF WISCONSIN

Glenn W. Olsen

(Under the supervision of Professor Donald McCarty)

The purpose of this study was to examine the availability and operation of campus child and parental needs and preferences among the three educational systems within the public supported post-secondary educational institutions in the state of Wisconsin. The research was undertaken based on the declining number of potential post-secondary students age 18 - 22. Since there is a declining 18 - 22 year old population, educational institutions, to maintain their enrollment, will need to recruit more nontraditional students. With the increasing age of the students there may be a need for additional student, as child care, services to aid the older, nontraditional student.

The 42 public supported post-secondary educational institutions or districts in Wisconsin were surveyed to discover the availability and operation of campus child care. In addition, 206 parents that currently used campus child care responded to another questionnaire about their child care needs and preferences.

The results of the questionnaires to the 42 educational institutions or districts and 206 parents were analyzed using chi-square

and Krusal-Wallis tests. The chi-square revealed a significant difference among the three educational systems and whether or not a campus child care center was sponsored. Both the Vocational, Adult and Technical Educational System and the 4-year University of Wisconsin Institution had a majority of campus child care centers while the 2-year University of Wisconsin Center System had only two campus child care centers.

The six areas that showed no significant difference among the three educational systems were: the percentage of students using the campus child care centers relative to the total student body; reasons parents give for using the campus child care center; parental need for campus child care if the campus child care center did not exist; and convience, cost, and quality of staff in the campus child care center compared to the other local child care programs.

As a result of the findings and conclusions of this study, implications and recommendations for practice and research were presented.

APPROVED: Donald McCarty

DATE: October 28, 1985

CHAPTER I

INTRODUCTION

Public supported post-secondary educational institutions face declining enrollments due to a drop in the number of 18-22 year olds in the population. However, this traditional college age student represents only 9 percent of the population, whereas the 23-69 year old group represents 60 percent (U.S. Department of Commerce, 1978). The University of Wisconsin System (1978) estimated that by 1992 the number of 18 year olds in Wisconsin will be 60,000 which is down from the 1980 figure of 100,000. The U.S. National Center for Education Statistics (1982) estimates that by 1992, 62 percent of students enrolled in higher education will be 23 years old or older. This is up from 44 percent in 1970 and 53 percent in 1980.

The Chancellor's Task Force on Child Development (1983) stated that the growth in the older student population has come because of the enrollment or re-enrollment of adult women who, in the 25 and over age group, outnumber men. London and Ewing (1980) stated that women now account for 50.7 percent of the 11.7 million students enrolled at post-secondary institutions in the United States.

Because the post-secondary institutions are experiencing increased older and nontraditional student enrollments, it can be

questioned whether existing services meet their needs. Nontraditional students include both men and women with young children. Coburn (1980) said that especially for women, the problem has been child care. This is an obstacle which may be preventing them from participating in vocational programs that would improve their employability.

Creange (1980) said that:

> Providing such a service (child care) on campus may in fact become an economic necessity for institutions faced with declining enrollments and who look toward re-entry women as new students. Not only would campus child care programs ease the burden of student parents who continually juggle dual and sometimes triple roles (if they work as well) but such programs may also attract women with small children who could not otherwise return to school. (p.2)

As competition among educational institutions for new student populations become more intense, more appropriate student services will also have to be developed. To serve this population a child care center would definitely be a new service.

Creange (1980) indicated three direct benefits of campus child care:

> 1) Reduce difficulties in arranging faculty schedules by enabling faculty with small children to teach classes at a variety of times, including early morning, late afternoon, and evening; 2) Attract and retain

> competent employees for secretarial, maintenance, food service, and administrative positions. A campus child care program could function as an employee benefit while reducing absenteeism and employee turnover; and 3) A college or university could improve its relationship with the community by offering child care services to members of the community who are not affiliated with the school. (p.3)

The federal government also recognized the need of providing child care services to students. Coburn (1980) noted that Title II of the Vocational Education Amendments of 1976, enacted to promote sex equity in vocational education, encourages the creation and/or support of day care services for the children of secondary and post-secondary vocational education students. This legislation recognizes the potential barrier a lack of child care service can have on adult students seeking occupational program access.

In addition, Creange (1980) stated that establishing a child care facility on campus benefits the university or college in the recruitment, retention and improved attendance of students; it will also demonstrate a commitment by the institution to affirmative action. Child care facilities can alleviate potential drop-out problems that result from conflicts between educational and family roles, such as the family babysitter who quits during the year and leaves the student incapable of completing coursework. Adequate child care programs enable unemployed parents to enter retraining programs, enabling them to become economically self-sufficient.

Child care centers have been organized at various post-secondary campuses around the country. These centers were originally established to provide training for students entering the child care field. These child care services are usually considered available for students and staff. Some educational institutions open their child care centers to parents in the community if there is room. These centers are organized to provide educational activities for young children between the ages of 6 weeks up to 12 years depending on the type of program the educational institution sponsors. As a service, campus child care centers are usually open during the day but also can be open in the evenings, on weekends or vacations, adapting to child care needs of the student parent and staff. The more varied the scheduling the more likely the child care needs will be met for new and continuing students.

As competition for students increases, administrators of post-secondary institutions will have to consider all their options in order to attract prospective students. One of their options is providing a campus child care center. More institutions will be looking at child care centers as a support service to students, not as a laboratory situation, but as a means of providing students an opportunity to study, participate in extracurricular activities, or meet with staff. However, more information is needed about the nature of these services and the extent to which they are meeting the needs of the target population.

This study analyzed the child care facilities currently used in public supported post-secondary institutions or districts in the state of Wisconsin. These are institutions or districts that receive direct aid from the state of Wisconsin. Educational institution refers to the University of Wisconsin 2-year and 4-year campuses while district refers to the Vocational, Technical and Adult Education System. The districts in the VTAE system can have more than one campus while the 2-year and 4-year University of Wisconsin system have single campuses. Two surveys were conducted among institutions to determine how they are currently meeting students' child care needs. The educational institutions surveyed were the 13 public supported 4-year universities of Wisconsin, 13 University of Wisconsin center system 2-year institutions and the 16 Vocational, Technical and Adult Education (VTAE) districts in Wisconsin.

REVIEW OF THE LITERATURE

Day care programs for children have existed in the United States since the Civil War. Recently the term day care has been expanded to include care for the elderly and mentally retarded as well as "normal" young children. For this study, day care is defined as the provision of care, protection, and education of infant, preschool and school-age children outside their own homes during a portion of a 24 hour day (U.S. Department of Health, Education, and Welfare, 1968). This definition includes a variety of child care programs, ranging from nursery schools to family day care homes. The terms day care and

child care will be used interchangeably to describe programs that provide care for children.

The Historical Development of the Child Care Movement

History has no record of organized group child care in this nation until shortly after the Civil War (Bikales, 1978). By 1892 there were only 90 centers in the United States (Greenblatt, 1975). Day care was first organized for neglected children or "day orphans." In fact, after World War I there was a great influx into the day care field of social workers who treated day care as an indication of "maladjustment" and the family's need for extensive casework (Steinfels, 1973). It was thought then that day care was only a temporary expedient that would become unnecessary by improved family or social conditions. This belief persisted until the 1970s thus reducing day care to primarily custodial care.

The Settlement House was another program emphasizing child care, but focusing on services to poor parents. These organizations were started in the 1880s and 1890s. They utilized kindergartens as a means to alleviate the conditions affecting poor children.

Another type of child care arrangement that was started was nursery schools. These schools, emphasizing the education of young children, were created by middle-class parents with an interest and enthusiasm for early childhood education. Because they were funded solely by parents who used their services, nursery schools experienced slow growth until the 1930s. There was little governmental support, financial or otherwise, for any of these types of child care programs. Until recently, Americans never demanded or supported extensive day

care services. This can be contrasted to many European and some Third World nations in which for many years the government sponsored impressive day care programs. French governments, for example, have provided free day care services for employed mothers since 1877 (Illinois State Board of Vocational Education and Rehabilitation, 1971).

Efforts to establish day care programs with federal government support have taken place only in times of social crisis, e.g., the Civil War, the Depression, and World War II. To provide employment to mothers, the first federally aided preschool programs in the United States were established under the Works Progress Administration during the 1930s Depression. (Greenblatt, 1975) These programs were not designed exclusively for working mothers, since they also provided employment for unemployed teachers and other personnel.

Day care programs were established also to provide care for children of employed mothers during World War II. These programs were created by the federal government for mothers who worked in war impacted areas that had a tremendous need for workers. An example of a war impacted area was Portland, Oregon with the Kaiser shipyards. When the war ended, these programs were terminated. From 1945 to the mid-1960's the federal government was not involved in preschool programs. Public child care programs continued during the post-war years only in New York City, Philadelphia, and the State of California (Greenblatt, 1975).

During these post-war years the military had a federally supported child care program. Greenblatt (1975) stated,

Beginning about 1956 day care centers were established on Army posts in this country and abroad. The purpose is to enhance the moral of servicemen and their families. The Army provides the building and land; operating expenses are derived from Post Exchange profits and day care fees. The programs are used almost exclusively by enlisted men. By 1966 programs were operating on most posts, enrolling an estimated 20,000 children here and abroad. This information was provided in an interview with an Army official.

Although minor in size, existence of the federally aided preschool program prior to the 1960's was not consistent with national policy. The Army program did not require maternal employment outside the home to establish eligibility for day care. While the program catered mainly to enlisted personnel, some number of whom were sufficiently impoverished to be eligible for public welfare, poverty was not an eligibility requirement for day care on Army posts. Federal aid to day care to sustain family well-being apparently served the national interest only in the armed services. This exception shows that social policy in the military sector may be more liberal than national policy at large. (p.104)

The number and use of day care centers has increased tremendously in the last few years. Use of day care centers approximately doubled

between 1968 to 1978. In 1978 there were approximately 18,300 licensed day care centers serving over 900,000 children in the United States (Coelen, Glantz, & Calore, 1978). By 1982 the number of children enrolled in group day care had more than tripled to 2,795,800, and these children were being served in 50,120 day care centers (Adams, 1982).

Two important changes in the family account for much of the increase in child care. These are the increase in the number of mothers who are employed outside the home and the number of children living in a one-parent home. In March of 1981, according to the U.S. Department of Commerce (1981), 18.4 million mothers with children younger than 18 were in the labor force. This is 632,000 more than were employed outside the home in 1980.

In 1981, 8.2 million preschool children had mothers who were employed outside the home. The research done by the Select Committee on Children, Youth and Families (1983) found that 49.9 percent of women with children under the age of six were working and 67.2 percent of divorced mothers with children under six were employed. By 1990, demographers estimate that 63.4 percent of all mothers with children under six will be working regularly. (United States Department of Labor, 1982)

The number of young children residing in one-parent homes has grown tremendously in the last two decades. In 1970 this figure was only 12.9 percent. In 1980 there were 21.5 percent of the children under age 18 living with only one parent and this grew to 25.7 percent by 1984. (United States Department of Commerce, 1985).

Three pieces of legislation in the early 1960's marked a significant change in the relationship between the government and the family in the United States. According to Greenblatt (1975), these were:

> The authorization and funding specifically provided in 1962 under the child welfare title of the Social Security Act to make grants to the states for day care services, primarily but not exclusively for children of working mothers: the project grants under the Economic Opportunity Act of 1964 for Head Start day care centers and nursery schools as part of the Johnson Administration's War on Poverty; and the much larger program for the preschool education of young children authorized by Title I of the Elementary and Secondary Education Act of 1965, also enacted as an anti-poverty weapon. (p.19)

Through these three programs the federal government voluntarily offered to share early education responsibilities with low-income families outside the home. The early 1960's legislation resulted in a greater subsidization of care by the federal government.

Due to federal legislation and changing family conditions, the demand for day care has increased. The increase in demand probably will not slacken in the 1980s. Various programs have been established and new ones will continue to be established to meet this demand.

Campus day care is one of the programs being established to meet this demand for child care.

The Development of Campus Child Care at Post-Secondary Institutions

The need for campus child care is a relatively recent phenomena, being less than 60 years old. Most of the growth, however, has taken place in the last fifteen years.

Child care centers are sponsored by 4-year colleges and universities, community colleges, junior colleges and vocational-technical schools. Centers are also connected with teaching hospitals and trade schools. One of the first campus centers was a guidance nursery at Yale University. It was started in the mid-1920s as a place where young children came for observation and testing (Holdnak, 1978). This program was not concerned so much with child care as with observing and trying to understand young children.

By the mid-1930s, nursery schools or laboratory schools had developed in most of the major colleges and universities in the United States. These early centers were research oriented, established primarily to learn more about how children grow, develop, learn and become personalities (Frank, 1962).

As the federal government became involved in early childhood education programs in the early 1960s, many more day care centers were established around the country. By the 1970s, as the need for qualified persons to staff these centers increased (Brown and Bige, 1972), colleges and universities began to expand their teacher training programs to meet the growing demand for teachers of young

children. The movement to provide trained staffs extended into the junior and community colleges as their curriculum was expanded to meet this need (Holdnak, 1978).

At the same time post-secondary institutions began to look seriously at the issue of having campus centers, not just laboratory or nursery schools established to train students and conduct research. Originally children attended the laboratory or nursery schools for only part of the day. In the 1960s and early 1970s many post-secondary institutions were being called upon to provide full-time child care.

The establishment of campus day care centers for the children of college students was analyzed from many points of view. The initial drawbacks to campus child care were: lack of facilities, lack of operating budget, lack of trained staff, and the lack of needs assessment to establish who, if anybody, would use or benefit from child care on campus.

Many post-secondary institutions overcame the initial drawbacks to campus child care. They did so because of the quantifiable need they saw for their students to have adequate child care, and due to the pressure being exerted on these institutions for child care from students, staff, women's groups, and private and federal commissions.

Historically, the majority of students have been males. From 1960 to 1980, males as a percentage of the student population dropped from 65.5 to 49.4 percent (U.S. Department of Commerce, 1981). By 1978 a higher proportion of female than male undergraduates were enrolled in public 2-year colleges (U.S. Department of Commerce,

1978). Additionally, the average age of students in many post-secondary institutions increased over these years. The average age used to be 19-21 but by 1975 it was as high as 29 years in some schools (Billups and Ernst, 1977). In the California Community College System, the average age of men was slightly younger (29.8 years) than that of women (30.5 years) (Chancellor's Task Force on Child Development, 1983). Creange (1980) stated that this age trend will continue:

> Women in their twenties and early thirties are beginning to have their children they delayed bearing at the outset of the decade; because more and more women plan to work for most of their adult life, these women will often desire to return to school while their children are still young in order to prepare themselves for employment; the number of preschool-age children is expected to increase by 36 percent from a low of 17.1 million in 1977 to a high of 23.3 million in 1990. Thus, there will be an increase in the number of women with preschool-aged women. (p.2)

In addition to an increase in the number of preschool children, there were also a number of studies indicating that lack of child care assistance hindered women who wanted to go to school. Frankel, (1974) Newman, (1971), Carnegie Commission, 1973) pointed out that this lack of child care was one obstacle to women completing post-secondary educational programs. These people believed that institutions should be responsive to this need. Others (Harlacher, 1969) suggested that

one of the functions of the community college was to organize child care programs for demonstration and instructional purposes. By 1976, education institutions in different parts of the country were successfully operating child care facilities that were enabling many adults to continue their education (Auerbach and Levine, 1976).

A study done at Bladen Technical Institute in North Carolina (Revels, 1976) indicated that because of adequate child care facilities; (a) unemployed persons could enter retraining programs that would enable them to become more self-sufficient; (b) welfare costs could be reduced by providing children's center services for those needing job retraining; (c) dropping out of school due to conflicts among educational demands, home pressure, and family roles could be reduced; (d) more educational opportunities could be provided for the child, as well as for the student-parent; and (e) many new students, i.e., veterans, women, and the disadvantaged, can begin or continue their studies at a community college.

Many mothers (on whom, in this society, the majority of child care responsibility falls) need education or training to develop employable skills. Other mothers, currently employed, find that they must continue or re-enter the educational process to make themselves eligible for promotions they desire. Before working mothers or unemployed mother can comfortably attend school, they must be assured that their children will be cared for adequately. The student/mother thus faces the same problem as does the working mother in relation to child care (Revels, 1976).

Other writers have more specific concerns about why campus child care is needed. Holdnak (1978) indicated that teachers and students alike voiced concern over the number of children brought to class by parents. PJC Corsair (1972, 1973) cited other reasons given by students for campus day care centers include: convenience to parents, the cost of care in privately operated centers, the establishment of quality child care, and the convenience to college students for observation and training in conjunction with child development classes. Coburn and Colfer (1980) indicated, in their study, that convenience and quality of programs were important for current or prospective users of campus child care. Cargill (1979) observed that students were having problems trying to locate quality child care around their work and class schedule.

Additional benefits can be derived if faculty and staff are permitted to use the child care center (Holdnak, 1978). Another, more humane reason for campus child care is reported by Billups and Ernst (1977) who said:

> Some parents reported that they left their unattended children in such places as the college library or in their cars in the student parking lot. (p.45)

Campus administrators can find many reasons for starting child care centers on post-secondary campuses. This author believes that as the competition for students intensifies, many post-secondary institutions will have child care facilities or a referral system that will enable prospective students to find affordable child care.

Campus Child Care Centers in Existence Today

Current figures are not available on the number of post-secondary educational institutions having child care centers. Some numbers are available, however, from various state systems and surveys. Mallett (1974) surveyed 39 community colleges in Ohio, Michigan, and Pennsylvania, finding that 30 percent were involved in some type of child care program. Another 23 percent indicated they were contemplating the implementation of a child care program of some type. Approximately 55 percent of the Florida State University system campuses have child care centers (Bikales, 1978); and almost all of the California State University and College System campuses have child care centers (Brudenell, 1975). The California Community College System has eighty-one (75.7 percent) educational institutions with some type of child care centers while 26 (24.3 percent) of the educational institutions do not have centers (Chancellor's Task Force on Child Development, 1983).

A 1971 survey of 310 senior co-educational colleges and universities found that 100 institutions were operating child care centers (Greenblatt and Eberhad, 1973). A survey of the 91 member institutions of the National Association of Land Grant and State Universities discovered that 93 percent had laboratory nursery schools or child development centers (Brown and Bige, 1972). However, a report published by the Department of Labor in 1977 noted that only 132 of 1,200 2-year and technical schools and colleges had on-campus child care facilities and only 750 of 1,800 four-year institutions had

on-campus child care facilities. Kraft (1984) reports that 40 percent of all 2-year and 4-year colleges offer day care on their campuses.

Educational institutions that do have child care centers usually have one of three types; a) lab schools, b) child care programs, or c) combination programs. The Chancellor's Task Force on Child Development (1983) best defined the three types by stating:

> The lab schools are child development programs established primarily to serve as settings for teacher education and training; the provision of care for children is considered incidental to the primary purpose of instruction. The child care programs are child development programs which has as their primary focus the provision of care for the children of student parents to enable them to attend school. Though the provision of care may be useful for instructional purposes, instruction is considered incidental to the services function in a child care program. The combination programs are child development programs which have a dual focus on instruction and services; both functions are given approximately equal priority. Combination programs usually incorporate some very desirable characteristics from both the services and instruction program types. From the services perspective, combination programs have typically given priority to low income students and maintained longer hours than lab schools to meet the needs of students. From the instruction perspective,

combination programs usually have a strong educational component for children for purposes of developing a model curriculum. (p.13)

Campus Child Care in the Vocational-Technical Adult Education System in Wisconsin

Support for the concept of campus child care has grown substantially in the last few years. The Vocational-Technical Adult Education (VTAE) system in Wisconsin has been a leader in that growth. Ten of the sixteen VTAE districts in the State of Wisconsin have campus child care services. Other districts may start campus child care centers within the next three to five years.

The development of VTAE campus child care centers can be attributed to a number of circumstances. The most obvious is the increase in age of the average VTAE student, with the result that many are also parents of pre-schoolers. According to the Wisconsin Board of Vocational, Technical and Adult Education (1985) the average age of the post-secondary and college parallel student has increased from 28.2 in 1980-81 to 29.0 in 1983-84. This increase has been true for both male and female students.

The only study of campus child care in the VTAE system was done by this author (Olsen, 1982). When the survey was done there were nine districts providing campus child care. The study reported on the availability and operation of campus child care programs.

Wisconsin State-Supported Two-Year and Four-Year Institutions

Within the 13 two-year center system institutions, two (UW - Marinette and UW - Fox Valley) have child care associated with the institutions, and three (UW - Fond du Lac, UW - Waukesha County, and UW - Rock County) have a referral system for students needing child care. Of the 13 four-year state-supported institutions, 12 have campus child care while one (LaCrosse State University) has a referral system. There have been a few campus child care studies done through the University of Wisconsin Center System institutions and the 4-year University of Wisconsin institutions. Sylvander (1974) conducted studies at all University of Wisconsin 2-year and 4-year campuses and reported on the availability of campus child care. Stroller (1977), in her study of the 4-year University of Wisconsin campuses, found that about 25 percent of the students required child care. She also reported an additional need for drop-in care, evening care, and toddler care.

Sharp (1983), through the University of Wisconsin Day Care committee, reported on children in child care in the University of Wisconsin community. The survey results indicated 306 child care slots in existing child care centers on University of Wisconsin property while there were over 8,000 children needing care. The study recommended expansion of existing programs and an expanded funding base for child care expenses.

These studies have represented an important start for campus child care research. However, these studies have been very general

and have not dealt comprehensively with the 42 public supported post-secondary institutions or districts in Wisconsin.

Significance of the Study

This study analyzed the availability of campus child care and parental need and preferences of the 42 public supported post secondary educational institutions or districts in the state of Wisconsin. One of the major reasons for the study has been to give concrete information to those post-secondary educational institutions or districts with campus child care and those institutions or districts contemplating starting campus child care centers. This information will also be helpful for a variety of other reasons such as publicity, comparisons, and general information for local and state agencies.

As mentioned earlier, the average age of the post-secondary student is increasing and the number of single parents is increasing. Campus child care may need to become a viable student service needed to attract and retain students as competition for students intensifies.

Limitations of the Study

There were several limitations to this study. The study will only look at public supported post-secondary educational institutions or districts in the state of Wisconsin, therefore, its findings could not be generalized beyond this population. Parents selected for the study were limited to those currently enrolled in a campus child care center. These parents were surveyed directly through the campus child

care director or administrator. As a result, the study was able to generalize about current students only. The study is also limited to the usual sources of error attributed to survey research.

Summary

This chapter included a review of the literature pertaining to campus child care, along with the significance of the study, and the limitations of the study. Chapter II describes the design of the study, the major research questions, detailed information pertaining to the development of the instrumentation processes and procedures, data collection and analysis. Chapter III presents the results. Chapter IV presents a summary of the study together with the findings, conclusions, and implications for future research and practice.

CHAPTER II

DESIGN OF THE STUDY

The purpose of this investigation was to examine the availability of campus child care and parental needs and preferences at the 42 public supported post-secondary institutions or districts in Wisconsin. This study analyzed the availability and operation of campus child care centers in the state-supported post-secondary vocational-technical districts (Vocational, Technical and Adult Education Districts, Appendix A), the 4-year state-supported universities (Four-year University of Wisconsin Educational Institutions, Appendix B), and the 2-year university center system campuses (Two-year University of Wisconsin Centers, Appendix C) in Wisconsin. Students currently using a campus child care center were also contacted to discover their needs and preferences about campus child care.

Research Questions

The following research questions were used as a guide for the study: A) What is available in the state of Wisconsin for campus child care and how does it operate among the three educational systems within the public-supported post-secondary educational institutions or districts? B) What do parents, among the three educational systems

using campus child care, state as their needs and reasons for using campus child care?

The following ancillary questions were used to look specifically at various components of the research questions:

Ancillary Questions

1. Will there be a difference among the three educational systems as to whether or not a campus child care center is sponsored?
2. Will there be a difference among the three educational systems in the percentage of students using the campus child care center relative to the total student body?
3. Will there be any difference among the three educational systems and the explanation parents give as the primary reason for attending campus child care?
4. Will there be any difference among the three educational systems and the students/staff needing campus child care if campus child care was not available?
5. Will there be any difference among the three educational systems in Wisconsin as to the convenience of campus child care compared to other local child care programs?
6. Will there be any difference among the three educational systems as to the quality of staff in a campus child care program compared to other local child care programs?

7. Will there be any difference among the three educational systems as to the cost of campus child care compared to other local child care programs?

Instrumentation

A questionnaire was selected as the appropriate survey methodology. Survey research is especially well adapted when needing the logic of scientific inquiry as applied to the study of social problems, as this method enables the researcher to have a consistent vehicle to study the research questions. The survey research technique also provides an effective method of surveying many people and/or organizations (Babbie, 1974).

The first instrument (Campus Child Care Survey, Appendix D) was a composite of items used in surveys of post-secondary educational institutions in the states of Florida (Holdnak, 1978) and New York (Coburn and Colfer, 1980). The questions selected were ones that would pertain to the educational institutions in Wisconsin. The New York State surveys included questions for prospective students and this researcher's design did not include prospective students because of logistics problems trying to locate prospective students. The Campus Child Care Survey is divided into three parts: (a) descriptive information about the educational institution, (b) information about the operation of any existing child care center on or adjunct to the campus, and (c) reasons for not having a center on those campuses that lack a child care center.

The second questionnaire (Parent Child Care Survey, Appendix E) was developed by the New York State Department of Education (Coburn and Colfer, 1980) and modified for use in Wisconsin by this researcher. The questions selected for this questionnaire were ones that would be applicable for the state of Wisconsin and questions this researcher developed that pertained to the research questions. The questionnaire is divided into three parts. The first section asked questions about age, marital status, number of children, ages of children, educational level, and income. Section II listed questions about barriers students face in pursuing a post-secondary education. Section III asked parents about their child care needs and preferences. The three sections were designed to determine student/staff satisfaction with child care arrangements, current arrangements, awareness of existing on-campus/off-campus child care programs, and parent's willingness to use campus child care.

Validity

The content validity of the instruments was established by submitting the survey instruments to a panel of experts. The panel of nine experts for the parent child care survey, and the campus child care survey was made of three campus child care directors, three directors of agencies that dealt with child care throughout the state of Wisconsin, and three members of the researcher's doctoral committee.

These panel members were contacted personally or by telephone. The draft instrument was given to these nine experts, and they were

requested to give feedback on the comprehensiveness of the items and format.

All the panel members returned the draft instrument with comments and suggestions for revision, deletions, or additions. As a result items were either deleted, added, or modified.

Reliability

The validated parent child care survey was then subjected to a reliability test. A test-retest technique was utilized to ascertain the reliability of the test instrument by conducting a pilot study on 28 students using campus child care during the winter of the 1982-83 school year at Blackhawk Technical Institute. The surveys were given to the same individuals three weeks apart. The survey responses were coded to allow for an item analysis of individual responses between the first and second administration of the survey. Only 24 took both the test and retest three weeks apart. The other four did not return the questionnaires the second time. A reliability co-efficient of .84 was established for the instrument. The test-retest reliability coefficient that resulted over the three week period was considered to be sufficiently high to permit use of the questionnaire for the study.

Population and Sample

The population for this study was selected from two groups: administrators and students. The members of these two groups were selected from the 42 public supported post-secondary educational institutions or districts in Wisconsin. From this population all the administrators of the 42 educational institutions or districts

the first request. If the Dean of Students or the Student Services Director did not respond to the two written requests, then a follow-up phone call was made. There was a 100 percent return rate for these questionnaires from administrators.

Questionnaires and an accompanying letter (Appendix G) for parents were sent to campus child care administrators at nine post-secondary educational institutions in the state of Wisconsin. The schools were randomly selected from the institutions offering campus child care within each of the three post-secondary educational systems in the state of Wisconsin. The number of questionnaires sent was determined by the number of parents at each center. A stamped self-addressed envelope was included in the package sent to the directors for returning completed questionnaires. Both of the educational institutions that sponsored child care in the University of Wisconsin 2-year center system were included. The University of Wisconsin 4-year educational system had four (33 percent) of their institutions selected for the parent survey, while the vocational-technical system had three (30 percent) of their ten educational districts involved in the parent questionnaire. The parent child care questionnaires, sent in the spring and fall of 1984 for current students with children in campus child care, went through the campus child care administrators at the nine schools sampled. In the spring, nine of the sampled schools collected and returned the information. However, two schools returned an inadequate sample size (four) to be truly representative of their educational systems, and since most post-secondary institutions ended their semester that

spring, the researcher had to wait until the fall of 1984 to include two additional randomly selected schools. These two schools were surveyed in October of 1984.

A 40 percent return rate of the surveys was established with a minimum of 200 surveys returned. This low goal of a 40 percent return rate was established because this researcher was depending solely on the nine campus child care administrator to distribute and collect the questionnaires from the parents. Table 1 shows the return rate for the nine campus child care centers.

Table 1

Parental Questionnaire Return Rate
for the Nine Child Care Centers

Child Care Center	Questionnaires Sent	Questionnaires Returned	Return Rate (percent)
UW-FOX VALLEY 2-YEAR	50	17	34%
UW-MARINETTE - 2 YEAR	36	18	50%
DISTRICT ONE (EAU CLAIRE) VTAE	60	22	37%
FOX VALLEY - VTAE	48	22	46%
SOUTHWEST - VTAE	50	26	52%
UW-GREEN BAY - 4-YEAR	79	45	57%
UW-SUPERIOR - 4-YEAR	75	11	15%
UW-WHITEWATER - 4-YEAR	50	12	24%
UW-STEVENS POINT - 4-YEAR	60	33	55%
Total	508	206	40.5%

The return rate of 40 percent was met with an actual return of 40.5 percent and the goal of 200 questionnaires was met with 206 questionnaires returned.

Data Analysis

The data collected were analyzed using a variety of statistical techniques. The data from the questionnaires were key punched at the Madison Academic Computing Center and subjected to analysis by the Statistical Program for the Social Sciences (SPSS). Descriptive statistics will be presented to give general information about the availability of campus child care and parental need and preference.

Two inferential statistics were used depending on the type of data. For nominal data, chi-square tests were performed on both survey questionnaires. The chi-square test was used because the nominal scale of measurement on both variables and the categories were independent of each other. The chi-square tests determine whether an observed frequency distribution departs significantly from a hypothesized frequency distribution. The degrees of freedom in a chi-square test will be equal to the number of categories (cells) less one. The loss of one degree of freedom is due to the restriction that the sum of the expected frequencies must equal the sum of the observed frequencies (Roscoe, 1975).

Sample size can be an important criteria when using chi-square analysis. Lindgren (1976) has pointed out that the question remains as to how small a sample can be yet be large enough so that the distribution is useful. It has been found that when the sample size is four or five times the number of cells the approximation is good, even if some of the expected frequencies are as small as one.

The Kruskal-Wallis test is a nonparametric alternative to the one way analysis of variance. The statistic is calculated from the sum of

ranks for the various samples. The test requires data on at least an ordinal scale. It does not require normality of distribution nor homogeneity of variance for groups under study. The test is as powerful as the F-test in the analysis of variance under common research conditions (Roscoe, 1975). This test was selected since the independent variable had at least three levels (educational systems) and the data are ordinal or ranked.

SUMMARY

The purposes and design of this study have been presented in this chapter. Population and sample, instrumentation, validity, reliability and data collection procedures were discussed. The major and ancillary questions, and the data analysis used were described. The data analysis and their interpretation follow in Chapter III.

CHAPTER III

PRESENTATION OF DATA

The purpose of this chapter is to report and analyze the findings of the study. The chapter consists of two sections; a descriptive overview of the data and a summary of the results of the statistical tests of the seven questions presented in Chapter II.

Demographic Data

This section presents the demographic data for the 42 public supported post-secondary educational institutions or districts in Wisconsin and the 206 parents using campus child care. Public supported institutions or districts are those institutions or districts of higher education in the state of Wisconsin receiving state aid.

Of the 42 institutions or districts, 24 (57 percent) provided campus child care, while 18 (43 percent) did not. In the 2-year University of Wisconsin center system, only two institutions provided campus child care (UW-Marinette, UW-Fox Valley) while in the VTAE system ten of the 16 districts provided some type of campus child care (Appendix H). Twelve of the thirteen 4-year University of Wisconsin campuses provided campus child care.

The full-time adult student population at the 42 institutions or districts ranged from 255 to 27,312 students. The mean was 4,518 students with a median of 2,232 students. The 24 educational institutions or districts with campus child care had full-time student

populations ranging from 330 to 37,312 with a mean of 6,435 and a median of 3,807. The 18 educational institutions or districts that did not have campus child care had full-time student populations ranging from 255 to 8,558 with a mean of 1,962 and a median of 529.

A majority of the 24 educational institutions or districts that had campus child care facilities had them located on campus. Only 2 (8.3 percent) had a campus child care center off campus. There was one district that had two campus child care centers at 2 different locations within that district.

All of the VTAE districts that sponsored campus child care had one-year child care diploma programs or two-year associate degree programs in child care. The VTAE districts use the campus child care centers for child care training as well as a service to students.

The 2-year University of Wisconsin center systems do not have child care training programs associated with the campus child care centers. These centers are strictly a service to the students.

Eight of the twelve 4-year University of Wisconsin campuses that sponsored campus child care had early childhood education programs associated with the campus child care centers. The other four campuses (Superior, Parkside, Oshkosh, Eau Claire) have campus child care strictly as a service to the students.

The number of years campus child care centers have been in existence is shown in TABLE 2. The mean number of years was 8.25 while the median was 9.2.

TABLE 2

Number of Years Campus Child Care Has Been in Existence

Years in Existence	Number	Percent
2.	1	4.2
3.	1	4.2
4.	3	12.5
5.	2	8.3
8.	3	12.5
9.	3	12.5
10.	5	20.8
11.	2	8.3
12.	4	16.7
Totals	24	100.0

The 4-year University of Wisconsin educational system has had eight of their campus child care centers (67 percent) in existence for more than 10 years, while only 30 percent of the VTAE campus child care centers have been in existence for more than 10 years. The 2-year University of Wisconsin Center system has had one campus child care center in existence for 5 years and another one for 8 years.

A variety of groups initiated a campus child care center at their educational institution (TABLE 3). Over 95 percent (23) of the campus child care centers were started by the administration, faculty and/or

students. In only one case was the campus child care center started because of someone outside the educational institution.

TABLE 3

Groups That Initiated Campus Child Care

Groups	Number	Percent
ADMINISTRATION ONLY	6	25.0
STUDENTS ONLY	5	20.8
FACULTY ONLY	5	20.8
STUDENTS AND ADMINISTRATION	4	16.7
ADMINISTRATION AND FACULTY	2	8.3
OUTSIDE INDIVIDUAL	1	4.2
STUDENTS AND FACULTY	1	4.2
Total	24	100.0

There are also a variety of groups that currently operate or manage the campus child care centers (TABLE 4). However, the two areas of home economics and student services account for over 66 percent of the managerial responsibility.

TABLE 4

Organizations That Operate Campus Child Care Centers

Organizations	Number	Percent
STUDENT SERVICES	9	37.5
HOME ECONOMICS	7	29.2
NOT FOR PROFIT	3	12.5
DEPARTMENT OF PSYCHOLOGY	1	4.2
EDUCATION DEPARTMENT	1	4.2
HOME ECONOMICS AND EARLY CHILDHOOD EDUCATION	1	4.2
STUDENT GOVERNMENT	1	4.2
VARIETY	1	4.2
Totals	24	100.0

The average number of children per week in the various campus child care centers ranged from 26 to 263. The mean was 83.3 and the median was 52.5. The maximum number of children allowed in the campus child care centers at any one time, due to the Department of Health and Social Services square footage licensing regulations, ranged from 18 to 306 with a mean of 63.88 and a median of 45.5.

The 24 campus child care centers provide a variety of child care arrangements (TABLE 5). All 24 centers provided full-time child care while 21 (87 percent) also provided care for children attending part

time. Other arrangements campus child care centers allowed were (a) drop-in, b) before and after school care for school-aged children, and c) summer or vacation child care.

TABLE 5

Types of Campus Child Care Arrangements

Child Care	Full time Children	Part time Children	Drop in	Summer or Vacation	After School	Before School
YES	24	21	15	14	6	6
NO	0	3	9	10	18	18
Totals	24	24	24	24	24	24

All 24 campus child care centers listed adult full-time students as the number one group they were serving. Part-time adult students, staff, alumni or the community at large were eligible to use campus child care in 50 percent or more of the centers.

The majority of the educational institutions or districts employed child care center directors with a bachelor's degree, while the director of one VTAE child care center and one 4-year University of Wisconsin educational institution child care center had less than a bachelor's degree. There were also three child care center directors

in the VTAE system, and 4 campus child care directors in the 4-year educational institutions that had a master's degree.

The majority of lead/head teachers also had at least a bachelor's degree. However, only 40 percent of the lead/head teachers of campus child care in the VTAE educational system had a bachelor's or master's degree, while all the lead/head leaders in the child care centers at the 4-year University of Wisconsin educational institutions had bachelor's degrees or master's degrees.

A variety of staffing patterns were used at the campus child care centers with predominantly permanent staff used at 22 (91 percent) of the centers. Other types of staffing patterns include paid student staff (work-study), students in training, volunteers, federally funded staff, or parent coop arrangements.

The number of full time paid staff ranged from 1 to 12; however 4 centers had no full-time paid staff. The mean number of paid staff was 2.958. The number of part-time paid staff ranged from 1 to 100 with 3 centers having no part-time staff. The mean number of part-time paid staff was 12.542 with a median of 5.0.

The revenue to pay for the campus child care centers came from a variety of sources: a) student activity fees, b) an academic department, c) direct appropriation from the educational institution, d) parent fees, and e) state, federal or private sources. The parent fees accounted for 80 percent or more of the revenue in 15 (62 percent) of the campus child care centers. In 6 of the centers, the parent fees accounted for 100 percent of the revenue.

Other sources of revenue came from the United States Department of Agriculture (U.S.D.A.) special milk program, vocational education money, fund raising, grants, and Title XX money from the federal government.

The educational institutions sponsoring campus child care centers have provided a variety of in-kind contributions to the campus child care centers. These are contributions or services that the educational institution provides without charge to the child care center. Utilities, space, and janitorial/maintenance services are provided in 18 (75 percent) or more of the centers. Other contributions, to varying degrees, include professional assistance, equipment, staff salaries, student staff, supplies, media services, travel, printing, meals, and secretarial assistance.

The biggest problem mentioned in starting a child care center was space. This was mentioned by 5 (20.8 percent) of the respondents. Another 3 (12.5 percent) respondents mentioned the inability to secure federal funds as a problem; while 50 percent of the respondents said that they had no major problems starting up their campus child care centers. In addition, the following major problems were each listed by one institution: lack of campus publicity, poor location on campus, inability to obtain general funding, and lack of administrative support for campus child care.

The directors of various campus child care centers in Wisconsin also indicated problems with their current centers. Securing funds and space were two major problems listed by 20.8 percent of the institutions. There were 4 institutions (16.7 percent) that did not

have any major problems operating their center. Other problems mentioned were: limited support by the administration, lack of parent involvement, difficulty in scheduling children, communications with other academic areas, and coordinating work study students.

There are a number of positive incentives for program continuance (TABLE 6), as indicated by the campus child care center directors.

TABLE 6

Incentives for Program Continuance*

Incentive	Yes	No	Percent Yes
EXPRESSED NEED BY TARGET GROUP	22	2	91%
SUPPORT OF FACULTY, STAFF AND ADMINISTRATION	17	7	70.8%
NEED TO MAINTAIN OR BUILD COLLEGE/UNIVERSITY ENROLLMENT	7	17	29.2%
AVAILABILITY OF QUALIFIED STAFF	7	17	29.2%
AVAILABILITY OF FUNDS	6	18	25.0%
AFFIRMATIVE ACTION EFFORTS	5	19	20.8%
SUPPORT OF STUDENTS	1	23	4.2%
PARTICIPATION FOR CHILD CARE PROGRAM STUDENTS	1	23	4.2%

*Institution could give multiple responses

The biggest incentive mentioned by 22 directors (91 percent) was an expressed need for child care services by a particular group. Another

source of incentive mentioned by 17 (70.8 percent) of the respondents was support from the faculty, staff and administration. Over 25 percent of the institutions or districts mentioned continuing availability of funds, availability of qualified staff and the use of child care as a recruitment tool as other incentives. Other incentives for program continuance included affirmative action efforts, student support and learning sites for child care program students.

When the question was asked about the possibility for future growth, 13 or 54.2 percent said growth was possible, while 11 respondents (45.8 percent) said growth was not possible at their institution. The major reason growth was not possible was because there was a lack of space to expand.

The center brought a variety of benefits to the institution (TABLE 7). The one benefit mentioned most was help to the single parent. The second most often mentioned benefit was as a recruitment tool for instructional staff. Members from 3 institutions said that there were no benefits to the institution as a result of the child care center.

TABLE 7

Benefits of Campus Child Care
for the Educational Institution

Benefits	Number	Percent
BENEFITS SINGLE PARENTS	7	29.2
RECRUITMENT FOR INSTRUCTIONAL STAFF	6	25.0
BENEFITS TEACHERS	4	16.7
NO BENEFITS	3	12.5
PUBLIC RELATIONS	2	8.3
BENEFITS WORKING/STUDENT PARENTS	1	4.2
CHILD CARE CENTER BRINGS IDENTIFICATION TO COLLEGE	1	4.2
Totals	24	100.0

As mentioned earlier, 18 public supported post-secondary educational institutions or districts in Wisconsin had no campus child care. These 18 institutions or districts have a variety of reasons for not sponsoring a child care center (TABLE 8). The biggest problems appear to be funding and space.

TABLE 8

Reasons for Not Sponsoring a Campus Child Care Center*

Reasons	Yes	No	Percent Yes
NO FUNDS AVAILABLE	12	6	66.7%
NO SPACE ON CAMPUS	7	11	38.9%
INVESTIGATION OF PROS AND CONS NOT COMPLETE	6	12	33.3%
CONCERN FOR LIABILITY	4	14	22.2%
NO NEED INDICATED BY STUDENT OR STAFF	4	14	22.2%
NO WISH TO COMPETE WITH PRIVATE SECTOR	3	15	16.7%
GOVERNING BODY DOES NOT APPROVE	1	17	5.6%

*Institution could give multiple responses.

Despite the problems, 4 (22.2 percent) of the institutions indicated there was a need for child care on their campus. As mentioned previously, in Chapter One, another 3 institutions were currently doing referrals to child care agencies for their students who needed child care.

Ten (56 percent) of the institutions have done a needs assessment or feasibility study concerning child care. Four of the institutions indicated they would start a campus child care center in the future, while 6 others are undecided.

The second sample consisted of parents currently using campus child care. Parental need and preference for child care of current campus child care users were determined by the responses from 206 parents responding to a questionnaire. The questionnaires were received from 9 institutions of higher education. Of the 206 questionnaires, 70 were from parents attending 1 of 3 educational districts in the VTAE system, 35 from parents from two educational institutions in the University of Wisconsin 2-year center system, and 101 from parents attending four educational institutions in the University of Wisconsin 4-year system. The educational institutions had a student population ranging from 330 to 8,267. The population group included both students and staff. Staff represented 17.5 percent of the total sample and was included in the results, unless otherwise noted.

The majority of the individuals responding to the questionnaire were female. Female responses numbered 88.3 percent, while only 11.7 percent of the responders were male.

The majority of the sample, 60 percent, were between 25 and 34 years of age; while those in the 35 to 44 age bracket comprised 19.4 percent of the sample which was the second largest group. Only 16 percent of the parents were under the age of 25.

Marital status data reveal that 68 percent of all parents were married. Thirty-two percent of the parents were living as single, separated, divorced or widowed. TABLE 9 summarizes marital status data for current students, staff, and both groups combined.

TABLE 9

Marital Status of Sample

Marital Students	Students Percent	Staff Percent	Combined and Staff Percent
SINGLE, SEPARATED, DIVORCED, WIDOW	36.5	11	32
MARRIED	63.5	89	68
Totals	100.0	100	100

Total family income for students and staff showed that 42 percent of the families earn under $15,000, but when students only are separated out, the figure is 47.3 percent. TABLE 10 summarizes the total family income for current students, staff, and both groups combined.

TABLE 10

Family Income

Income	Students Percent	Staff Percent	Student and Staff Percent
UNDER $5,000	11.8	0	9.7
$5,000 - $9,999	26.5	5.6	22.8
$10,000 - $14,999	10.0	8.3	9.7
$15,000 - $19,999	11.8	16.6	12.6
Over $20,000	37.1	66.7	42.2
DID NOT REPLY	2.9	2.8	2.9
Totals	100.0	100.0	100.0

All of the staff were employed, while only 31.2 percent of the students were employed. Employed parent/students worked on the average of 21.6 hours a week.

Thirty-nine students received child care allowances from an agency or a grant. This allowance paid for part or all of the child care while the parent is in school. Two staff people also received this allowance, thus making a total of 41 parents receiving child care assistance.

The funds come from four sources: a) Title XX of the Social Security Act, b) Job Training and Partnership Act (JTPA), c) unspecified grants, and d) in-kind contribution. Thirty-seven parents in the sample received Title XX funds, one of which was a

staff person. Two parents received a grant, one parent received JTPA money, and one staff member received an in-kind child care contribution from the educational institution.

Parents were asked to list the number and ages of the children living at home. The statistics indicated that 16 percent of the parents have children under 2 1/2 years while 90.7 percent had children 2 1/2 to 5 years old. Parents that had children from 6 to 12 years old represented 44.2 percent of the sample, while only 10.7 of the parents had children over the age of 12 at home. The range was from 1 child to 6 children and the 206 parents listed a total of 333 children.

High school graduation is the highest level of education for the majority (42.9 percent) of students. An additional 18.2 percent received their associate degree, while 14.8 percent had a one year diploma. The B.A. or B.S. degree was received by 12.4 percent of the student/parents. Other parents had a 10th grade education, 11th grade education, one year of college (no degree) or a master's degree. The levels of education were very similar for all three educational systems.

A number of barriers were identified by students that hindered their access to education. Parent/students could identify more than one barrier. The majority of students identified family responsibilities as a major hindrance to class attendance. Child care arrangements and money were identified as barriers by more than 40 percent of the students.

Child Care Preferences

Parents were asked to rank their first three preferences for child care arrangements if they could have any choice of child care while attending classes or working. An analysis of the most frequently selected rankings is provided in TABLE 11.

TABLE 11

Child Care Arrangements Preferred by Students/Staff Who Have Children in Specific Age Groupings

Arrangements	Child Under 2-1/2 Percent	Child 2-1/2 - 5 Percent	Child 6-11 Percent
CARE BY FAMILY MEMBER OR CLOSE RELATIVE	42.8	12.1	18.0
CARE BY BABYSITTER	8.6	1.1	1.7
CARE BY LICENSED FAMILY DAY CARE HOME	8.6	3.3	1.7
CARE BY A COMMUNITY CHILD CARE CENTER	2.9	5.5	3.3
CARE BY CAMPUS CHILD CARE CENTER	37.1	72.5	18.0
CARE BY NURSERY SCHOOL	0	5.5	0
CARE BY AFTER SCHOOL DAY CARE	0	0	54.0
CHILD CARES FOR SELF	0	0	3.3
Totals	100.0	100.0	100.0

Statistical Analysis of the Data

A Chi-square test and a Kruskal-Wallis test was used to analyze the seven questions posed in Chapter Two. There were two questions relating to the availability of campus child care and five questions relating to parent needs and preferences.

With seven questions or hypotheses, one has to be sure about the error rate of the entire set of estimates or tests. If each question or hypothesis was analyzed with a .05 confidence level the experiment error rate would be 30 percent. Therefore each hypothesis or question was tested at the .01 confidence level which results in an overall experiment error rate of 7 percent.

The chi-square test was used to examine the three types of educational systems and whether the institutions or districts within each system sponsored a child care campus. A significant difference was found among the three educational systems, X^2 (2, N = 24) = 16.008, $p < .001$.

The VTAE system has 10 of 16 districts sponsoring campus child care, while the 4-year University of Wisconsin campus has 12 of 13 institutions sponsoring a child care center. The 2-year University of Wisconsin Center system, on the other hand, had only 2 of 13 institutions within the system sponsoring campus child care.

A Kruskal-Wallis test was utilized to discover if there was a significant difference among the three educational systems in the percentage of students using the campus child care center relative to the total student body. At the .01 level there was no significant

difference among the three educational systems, K-W (N = 24) = 6.897, $p>.01$. One may conclude that there was no significant difference between the VTAE, two-year University of Wisconsin centers and the four-year University of Wisconsin institution and students using the campus child care relative to the total student body. Campus size did not appear to be a factor in the use of campus child care.

A chi-square test was used to examine if a relationship existed among the type of educational system and the primary explanation students and staff gave as their reason for enrolling their child in a campus child care program. No significant difference was found among the three educational systems X^2 (2, N= 206) = 6.944, $p>.01$. It was concluded that there was no significent difference among the three educational systems because parents, as a group in the three educational systems, gave the same three reasons for choosing campus child care. The three primary reasons given by approximately 80 percent of the parents were: a) convenience, b) quality of program, and c) quality of staff. TABLE 12 gives a more detailed picture of the reasons.

TABLE 12

Primary Reason for Choosing Campus Child Care

Reason	Current Students Percent	Staff Percent	Combined Students and Staff Percent
CONVENIENCE	38.6	27.7	37.0
QUALITY OF PROGRAM	29.7	38.9	31.6
QUALITY OF STAFF	12.9	25.0	15.9
REPUTATION OF PROGRAM	10.0	5.6	7.8
COST	8.8	2.8	7.7
Totals	100.0	100.0	100.0

The Kruskal-Wallis test also was employed to examine how the lack of campus child care would be a barrier to work or school for adult students/staff using campus child care and the three educational systems. There was no significant difference among the three educational systems, K-W (N=206) = .028, $p > .01$. This lack of a significant difference could be due to the similarity of responses by parents in the three educational systems. The vast majority of students/staff, in all three educational systems, said the lack of campus child care would make it difficult for them to go to school. Over 56 percent of the students said that it would be extremely difficult for them to go to school without campus child care; another

34.7 percent said that it would be moderately difficult for them. Table 13 shows that more students said they would experience difficulty than did staff.

TABLE 13

Degree of Difficulty in Attending School/Work If Campus Child Care Was Not Available

Degree of Difficulty Students Percent	Students Percent	Staff Percent	Combined and Staff
EXTREMELY DIFFICULT	56.5	16.7	49.5
MODERATELY DIFFICULT	34.7	33.3	34.5
WOULD MAKE NO DIFFERENCE	8.2	19.4	10.2
NO REPLY	.6	30.6	5.8
Totals	100.0	100.0	100.0

A chi-square was used to examine if a relationship existed between the type of educational system and the convenience of campus child care compared to other local child care programs. No significant difference was found among the three educational systems, X^2 (2, N = 206) = 7.48, $p > .01$. The lack of a significant difference may be due to the fact that parents in all three educational systems responded similarly to the question. The vast majority of parents, 86.4 percent said that campus child care was more convenient than other local child care arrangements they knew or used.

A chi-square test examined the possible differences in the three educational systems and the quality of staff in a campus child care program compared to other local child care programs. No significant difference was found among the three educational systems X^2 (2, N = 206) = 3.404; p >.01. This lack of a significant difference among the three educational systems is because the majority of parents (71.4 percent) in each system, said that the quality of staff in the campus child care center was better than other local child care programs. Not a single parent said the quality of staff at the campus child care center was not as good as other child care programs they knew or used.

A chi-square test was used to examine if a relationship existed between the type of educational system and the cost of campus child care when compared to other local child care programs parents knew or used. No significant difference was found among the three educational systems, X^2 (2, N = 206) + 11.317, p >.01. There was no significant difference because parents in all three educational systems are in relative agreement about the cost of campus child care compared to other local arrangements.

Only 8.3 percent of the parents said that campus child care was more expensive than other local child care they knew or had previously used, while 40.8 percent of the parents said the campus child care was less expensive than other local child care arrangements. Another 33 percent of the parents said the campus child care costs and other local child care costs were about the same.

Summary

Chapter III presented the data in descriptive and analytical terms. Chi-square and Kruskal-Wallis tests for significance were used to determine if any of the seven questions posed were significant. One of the questions was found to be significant at the .01 level. It was discovered that there was a significant difference among the three educational systems and whether or not they sponsored a campus child care center.

The 2-year University of Wisconsin Center system had only 2 of 13 institutions within the systems sponsoring campus child care, while the 4-year University of Wisconsin campuses had 12 of 13 institutions sponsoring a child care center. The VTAE systems on the otherhand, had 10 of 16 districts sponsoring campus child care.

Chapter IV will summarize the findings of the research and offer conclusions, research implications, and recommendations for further action.

CHAPTER IV

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into three sections. The first section includes a summary of the study as presented in the first two chapters. The second section discusses the findings and conclusions drawn from the data. The last section details implications for further research and offers recommendations.

Summary of the Study

The intent of this study was to investigate campus child care and parental needs and preferences among the three educational systems within the public supported post-secondary educational institutions or districts in the state of Wisconsin.

Throughout the nation institutions of higher education are facing a declining 18-22 year old population. This declining population has implications for institutions of higher education. For many institutions this declining population group means the educational institution will have to do a better marketing and recruiting job to attract these students. For other institutions the declining number of 18-22 year olds means that the institution will have to try to attract other age groups, in addition to the 18-22 year olds, if they are to maintain enrollment levels.

In order to attract the nontraditional student, existing student services may have to be evaluated to see if the services meet the needs of the traditional and nontraditional student. Nontraditional

students include both men and women with young children. Child care may be one student service that needs to be added or expanded to the current array of student services. Child care has been an obstacle which may be preventing the nontraditional student, particularly women, from participating in programs in higher education.

Previous educational research indicated that a campus child care center helps recruit, retain and improve attendance of students, as well as aids the institution in attracting and retaining staff.

Day care programs for children have been in existence in this country since the Civil War. Originally day care was for neglected children or "day orphans." It was thought then that day care was only a temporary expedient that would become unnecessary by improved family or social conditions. In addition to day care, nursery school programs also were created. These programs were created by middle-class parents with an interest and enthusiasm for early childhood education.

Child care programs continued to grow during the Depression and World War II. In the early 1960s the federal government aided the growth by creating Head Start and Title I programs. They were the first programs to help economically disadvantaged preschoolers. The growth of early childhood programs continued through the early 1980s. Now there are about three million children in group day care.

Campus child care began in the 1920s. Originally, campus child care was used as a laboratory school to learn more about how children grow, develop, learn and become people. As the need to train child care staff increased, these campus child care centers became

laboratory schools and training sites for the educational institutions. In the 1960s and 1970s educational institutions began to establish child care centers for students needing child care in order to go to school. Today campus child care programs may be one or all three combinations.

Campus child care in the state of Wisconsin has followed a similar pattern. However, not one study, however, in the state of Wisconsin has been attempted to identify and analyze campus child care at all public supported post-secondary institutions or districts. Various studies looked at child care within the VTAE system, two-year University of Wisconsin Center system, and the four-year University of Wisconsin educational institutions. (Olsen, 1982; Sylvander, 1974; Stroller, 1977; and Sharp, 1983) The purpose of this study was to identify the availability and operation of campus child and parental needs and preferences among the three educational systems within the public supported post-secondary educational institutions in the state of Wisconsin.

All 42 public supported post-secondary educational institutions or districts in the state of Wisconsin were selected to participate in the study. The parents were randomly chosen from the three educational systems that had campus child care centers. There were 206 parents that participated in the study.

The first instrument used in the study of the 42 public supported post-secondary institutions or districts in Wisconsin was the campus child care survey. This instrument was a composite of items used in surveys of post-secondary educational institutions in the states of

Florida (Holdank, 1978) and New York. (Coburn and Colfer, 1980) The survey was divided into three sections: (a) descriptive information about the educational institution, (b) information about the operation of an existing child care center on or adjacent to the campus, and (c) reasons for not having a center on those campuses that lack a child care center. The questionnaire was mailed to the Dean of Students or Student Services Directors at all 42 public supported post-secondary institutions in the state of Wisconsin. If child care was available at that institution, the Dean of Students or Student Services Director sent the questionnaire to the campus child care center director to fill out the remainder of the questionnaire. If there was no campus child care center, the Dean of Students or the Student Services Director filled out the questionnaire. There was a 100 percent response rate.

The second questionnaire was the Parent Child Care Survey. This questionnaire was developed by the New York State Department of Education (Coburn and Colfer, 1980) and modified for use in Wisconsin by this researcher. This questionnaire also was divided into three parts: (a) descriptive information about the parents, (b) barriers students face while pursuing a post-secondary education, and (c) parental needs and preferences.

The questionnaires were sent to campus child care administrators at nine post-secondary educational institutions or districts in the state of Wisconsin. The schools were randomly selected from the institutions or districts offering campus child care within each of the three post-secondary educational systems in the state of

Wisconsin. The number of questionnaires sent to the campus child care director was determined by the number of parents using campus child care. The return rate was 40.5 percent and 206 questionnaires were returned.

The instrument was tested for reliability and validity. A pilot test was conducted on a group of parents from Blackhawk Technical Institute prior to administering it to parents state-wide. A test-retest technique was utilized to ascertain the reliability of the instrument. The instrument met the acceptable standards of reliability. A reliability co-efficient of .84 was established for the instrument.

Chi-square and Kruskal-Wallis analysis procedures were used to test the seven questions posed. The data are reported in Chapter III.

Findings and Conclusions

Two research questions were developed to test the availability and operation of campus child care centers within the three educational systems in the 42 public supported post-secondary educational institutions or districts in the state of Wisconsin. Five additional research questions were developed to test parental need and preference within the three educational systems. Each research question and whether there was statistical evidence to support it is listed below:

Research Question 1

Will there be differences among the three educational systems as to whether or not a campus child care center is sponsored?

There was statistical evidence to respond affirmatively to this question. ($p < .001$). The four-year University of Wisconsin campus had 12 of 13 institutions sponsoring a child care center, while only 2 of 13 University of Wisconsin Center systems 2-year schools had a child care center. The VTAE system had 10 of 16 educational districts sponsoring campus child care. There was a significant difference among the three educational systems and sponsoring campus child care.

Research Question 2

Will there be a difference among the three educational systems in the percentage of students using the campus child care center relative to the total student body? There was not sufficient evidence to suggest any differences among the three educational systems.

Research Question 3

Will there be any difference among the three educational systems and the explanation parents give as the primary reason for attending campus child care? There was not sufficient evidence to suggest any difference among the three educational systems.

Research Question 4

Will there be any difference among the three educational systems and the students/staff needing campus child care if campus child care was not available? There was not sufficient evidence to suggest any difference amount the three educational systems.

Research Question 5

Will there be any difference among the three educational systems in Wisconsin as to the convenience of campus child care compared to other local child care programs? There was not sufficient evidence to suggest any difference among the three educational systems.

Research Question 6

Will there be any difference among the three educational systems, as to the quality of staff in a campus child care program compared to other local child care programs? There was not sufficient evidence to suggest any difference among the three educational systems.

Research Question 7

Will there be any difference among the three educational systems as to the cost of campus child care compared to other local child care programs? There was not sufficient evidence to suggest any difference among the three educational systems.

The data from this study revealed that there were differences among the three educational systems. The data revealed whether or not campus child care was sponsored by a public supported post-secondary educational institution or district. Specifically the 4-year University of Wisconsin educational institutional system had 12 of 13 institutions with campus child care while 10 of 16 VTAE districts had campus child care. Only 2 of 11 educational institutions in the 2-year University of Wisconsin centers had campus child care.

The difference by may be due to the size of the student population. The 24 post-secondary institutions or districts with campus child care had a mean of 4,518 students with a medium of 2,232 while the 18 post-secondary institutions or districts with no campus child care have a mean of 1,962 students with a median of 529.

The study found no difference among the three educational systems in the percentage of students using the campus child care center relative to the total student body. Generally the three educational systems did not vary that much in the percentage of students using the campus child care centers relative to the total student body.

No significant relationship was found among the type of educational system and the primary explanation students and staff gave as their reason for enrolling their child in to campus child care programs. Convenience, quality of the staff, and quality of the program were the order in which the respondents gave for their primary reason for choosing campus child care. This finding supports Coburn and Colfer's (1980) contention that convenience and the quality of the program were important for current users of on-campus child care. These same three categories were given by 84.5 percent of the respondents of this study as their primary reason for sending their child to a campus child care center.

The study discovered no significant difference among the three educational systems and how the lack of a campus child care center would be a barrier to work or school for parents currently using a campus child care. This supports the findings of Frankel (1974), Newman (1971), and the Carnegie Commission (1972). Over 90 percent of

parents in all three educational systems said it would be extremely or moderately difficult for them to work or go to school if there was no campus child care. This particular research item indicates the role current campus child care centers play in helping students attend school.

Three other research questions also were found to have no significant difference. The convenience, quality of staff, and costs among the three educational systems produced no significant differences

when compared to other local child care programs. Over 86 percent of the respondents indicated that the campus child care arrangements were more convenient than other local arrangements. This finding also supports Corburn and Colfer's (1980) contention that convenience was important to current child care users. Among the three educational systems, the percentage ranged from 84.3 (VTAE) to 91.9 (two-year University of Wisconsin Centers).

Over 71 percent of respondents stated that the quality of staff at the campus child care centers was better than other local child care programs. No parent said the quality of the staff was not as good at the campus child care center. The quality of the child care program is reflected in the quality of the staff. This finding would alleviate one of Cargill's (1979) concerns that students were having problems trying to locate quality child care.

Over 40 percent of the respondents indicated that the cost of campus child care was less expensive than other local child care arrangements, while 33 percent of the parents indicated the cost was

approximately the same as other local child care arrangements. Another 8.3 percent stated that the campus child care centers were more expensive than other local child care arrangements.

Implications and Recommendations

This study was designed to serve as a contribution toward increasing the knowledge about campus child care and specifically about campus child care in the state of Wisconsin at public supported post-secondary educational institutions or districts. The findings and conclusions discussed in the previous section suggest other issues which need attention. These issues are explained in the following section.

Implications for Practice

A primary purpose of this research was to produce information that would be useful to practitioners. Based on the findings of this study, several important implications for practice have emerged.

1. There are differences in the state of Wisconsin among the three educational systems as to whether or not child care is sponsored. These differences could diminish if the educational institutions in the 2-year University of Wisconsin center system and the VTAE system that do not have child care initiate some type of child care arrangement.
2. Since the majority of students currently using campus child care indicated that it would be difficult for them to attend school if campus child care was not available, means must be discovered to make sure centers remain open and meet parents needs. Perhaps

the three educational systems could investigate hiring an individual to coordinate campus child care in the state of Wisconsin.

3. If recruiting and retraining students is an identifiable concern of institutions of higher education in Wisconsin, administrators need to look at the total role of the campus child care center. This could include infant, toddler, pre-school, and school-age children as well as before and after school care, summer care, weekend care, and evening care while parents attend school. Administrators have to decide if a campus child care center will result in better service to students at a cost that is not prohibitive.

4. Since students indicate that campus child care was more convenient and had a better quality of staff than other local child care programs, institutions of higher education should expect students to use their facilities. If students do not fill the campus child care centers, administrators may need to look at the total community in order to attract children to the child care center. This will result in positive public relations for the institution and possibly attract a future adult population to the institution. One must remember that young children do grow up and may possibly return to that institution because of positive experiences he/she had as a pre-schooler.

Implications for Future Research

Campus child care, other than laboratory schools or training centers, is a relatively recent phenomena that has developed due to

the need for child care for parents of young children going to school. There is a need for quantitative and qualitative research to investigate the need and availability of campus child care in institutions of higher education in this country. The following are recommendations for future research relating to campus child care.

1. Currently there have been a number of studies on campus child care conducted in Florida, New York and California. A more extensive and exhaustive study needs to be done for all the states in order to determine the availability and use of campus child care.
2. Studies need to be done for private 2-year and 4-year post-secondary educational institutions. At this time no major study has been done in this country on campus child care at those institutions. Research on the private schools may yield different results on availability and use of campus child care.
3. A systematic study needs to be done to research the reasons parents use campus child care. Campus child care is generally an on-site location. Perhaps the on-site location is a particular variable that influence a parent's decision to use campus child care.
4. In general, more cooperative research studies are needed using campus child care in institutions of higher education and child care centers at places of employment, including hospitals. The similarities and differences may aid both groups in developing child care.

5. Research should not just look at on-site campus day care sponsored by post-secondary educational institutions. Other types of child care arrangements need to be surveyed. These other arrangements are a satellite family day care system, contracting with a day care organization to sponsor on or off campus child care, or a referral system to family or group day care centers in the community.
6. Since the number of campus child care centers are increasing research needs to be done to see how the educational institution can use the campus child care center to attract students outside the normal (8 a.m. - 4 p.m.) school day. Studies need to determine if night, early morning or weekend classes will attract students if child care is available.

The future of campus child care looks very bright. With additional research and implementation of the research, the campus child care centers can truly meet the needs of adult students. Both qualitative and quantitative research is necessary to aid in the development and understanding of the role of campus child care in the life of an institution of higher education.

REFERENCES

Adams, D. (1982, July). National survey of day care regulations: summary-of-findings. (ERIC Document Reproduction Service No. ED 220207).

Auerbach, S. & Levin, P. (1976, April). Child-care services; should the public provide them? Phi Delta Kappan 57, 513-517.

Babbie, E.R. (1973) Survey Research Methods. Belmont, California: Wadsworth Publishing.

Bikales, G. (1974). Day Care: A program in search of a policy. (ERIC Document Reproduction Service No. ED 153 708).

Billups, L. & Ernst, R. (1977, April). Necessity for child care Community and Junior College Journal, 5, 44-46.

Brown, M. & Bige, B. (1972, January). Survey of child development trends and practices. Journal of Home Economics, 63, 41-43.

Brudnell, G. (1975). Final report from the task force on child-care needs of Florida State University. Tallahasee, Florida: Florida State University.

Cargill, G. (1977, January). Child Care on Campus. Young Children, 32, 20-23.

Carnegie Commission on Higher Education. (1973). The purpose and the performance of higher education in the United States approaching the year 2000. New York: McGraw-Hill.

Chancellor's Task Force on Child Development Instruction and Services Programs. (1983). Guidelines for comprehensive child development and instruction and services programs. Sacramento, California.

Coburn, J. & Colfer, M. (1980). Needs assessment for child-care services among women in the New York state occupational education programs. New York: Two Year College Development Center.

Coelen, C., Glantz, F. & Calore, D. (1978). Day care centers in the United States: a national profile 1976-1977. New York: ABT Associates.

Creange, R. (1980). Campus child-care: a challenge for the 80's. Washington, D.C.: Association of American Colleges.

Day-care center needed on campus. (1977, June). PJC Corsair, p.2

Day-care need examined here. (1972, October). PJC Corsair, p.2

Frank, L. (1962, October). The beginnings of child development and family life education in the twentieth century. Merrill-Palmer Quarterly of Behavior and Development, 8, 207-227.

Frankel, J. (1974). The do everything college. Washington, D.C.: National Institute of Education, topical paper-43 (ERIC Document Reproduction Service no. ED. 094 814).

Greenblatt, B. (1975). Federal preschool policy in the 1960's; A policy analysis. Unpublished doctoral dissertation, University of Michigan, Ann Arbor, Michigan.

Greenblatt, B. & Eberhard, L. (1973). Children on campus: a policy analysis. Unpublished manuscript, University of Michigan, Ann Arbor, Michigan.

Harlacher, E. (1969). The community dimensions of the community college. New York: Prentice Hall.

Holdnak, M. (1978). An analysis of campus child-care centers in the state supported college and universities in Florida. Florida State University. (ERIC Document Reproduction Service No. ED 167-250).

Illinois State Board of Vocational Education and Rehabilitation. (1971). Neighborhood based child-care services for the inner-city: a service model, and staffing plan and a program implementation strategy. Springfield, Illinois. (ERIC Document Reproduction Service No. ED 054-342).

Kraft, B. (1984, February). Day care programs take hold on campus. The Chronicle of Higher Education, 28, 21-22.

Lindgren, B. (1976). Statistical Theory. New York: MacMillan Publishing Company

London, J. & Ewing, J. (1980). Societal factors affecting education. Ft. Lauderdale: Nova University Press.

Mallett, R. (1974). Child-care center proposal. Michigan: Lorrain Community College.

Newman, F. (1971). Report-on-higher-education. Washington, D.C., Department of Health, Education and Welfare.

Olsen, G. (1982, Spring). Child care on campus. Wisconsin Vocational Educator, 6 4-5.

Revels, V. (1974) A plan for establishing a child care center on the campus of Bladen Technical Institute (ERIC Document Reproduction Service No. ED 125 708)

Roscue, J. (1975) Fundamental Research Statistics for the Behaviorial Sciences. New York: Holt, Rinehart and Winston.

Select Committee on Children, Youth and Families (1983). Washington, D.C.: United States House of Representatives.

Sharp, H. (1983) Summary of children in child care in the University of Wisconsin Community-Madison. University of Wisconsin Office of the Chancellor.

Steinfels, M. (1973). Who's minding the children? New York: Simon and Schuster.

Stroller, R. (1977) Child Care on Campus-University of Wisconsin. unpublished paper.

Sylvander, C. (1974) Child Care in the University of Wisconsin.University of Wisconsin Office of Women.

U.S. Department of Commerce, Bureau of the Census. (1978, August). Population characteristics. Series P. 20, No. 327. Washington, D.C.

U.S. Department of Commerce, Bureau of the Census. (1978, October). School enrollment - social and economic characteristics of students. Washington, D.C.

U.S. Department of Commerce, Bureau of the Census (1985). Statistical abstracts of the United States. Washington, D.C.

U.S. Department of Health, Education and Welfare. (1968). Federal inter-agency day care regulations. Washington, D.C.

U.S. Department of Labor, Women's Bureau. Community solutions for child care. Washington, D.C.: Dana Friedmen, ed. (1979).

U.S. Department of Labor Statistical Abstracts of the United States. (1982). Washington, D.C.

Wisconsin Board of Vocational, Technical and Adult Education. State board student account - full time equivalency, 1980 - 1985.

APPENDIX A

VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS

Area VTAE District #4

- Madison Campus
- Watertown Campus
- Fort Atkinson Campus
- Portage Campus
- Reedsburg Campus

Blackhawk VTAE District

- Beloit Campus
- Central Campus (Janesville)

Fox Valley VTAE District

- Appleton Campus
- Oshkosh Campus

Gateway VTAE District

- Elkhorn Campus
- Kenosha Campus
- Racine Campus

Lakeshore VTAE District (Cleveland)

Mid-State VTAE District

- Marshfield Campus
- Stevens Point Campus
- Wisconsin Rapids Campus

Milwaukee Area VTAE District

- Milwaukee Campus
- North Campus - (Mequon)
- South Campus (Oak Creek)
- West Campus (West Allis)

Moraine Park VTAE District

- Beaver Dam Campus
- Fond du Lac Campus
- West Bend Campus

Nicolet VTAE District (Rhinelander)

North Central VTAE District

- Antigo Campus
- Wausau Campus

Northeast Wisconsin VTAE District

- Green Bay Campus
- Marinette Campus
- Sturgeon Bay Campus

Southwest Wisconsin VTAE District (Fennimore)

VTAE District #1

- Eau Claire Campus
- Chippewa Falls Campus
- Minomonie Campus

Waukesha County Area VTAE District

- Pewaukee Campus
- Waukesha Campus

Western Wisconsin VTAE District

- LaCrosse Campus
- Mauston Campus
- Tomah Campus

Wisconsin Indianhead VTAE District (Shell Lake)

- Ashland Campus
- New Richmond Campus
- Rice Lake Campus
- Superior Campus

APPENDIX B

FOUR YEAR UNIVERSITY OF WISCONSIN EDUCATIONAL INSTITUTIONS

University of Wisconsin - Eau Claire

University of Wisconsin - Green Bay

University of Wisconsin - La Crosse

University of Wisconsin - Madison

University of Wisconsin - Milwaukee

University of Wisconsin - Oshkosh

University of Wisconsin - Parkside (Kenosha)

University of Wisconsin - Platteville

University of Wisconsin - River Falls

University of Wisconsin - Stevens Point

University of Wisconsin - Stout (Menomonie)

University of Wisconsin - Superior

University of Wisconsin - Whitewater

APPENDIX C

TWO-YEAR UNIVERSITY OF WISCONSIN CENTERS

UWC - Baraboo/Sauk County - Baraboo

UWC - Barron County - Rice Lake

UWC - Fond du Lac

UWC - Fox Valley - Menasha

UWC - Manitowoc County

UWC - Marathon County - Wausau

UWC - Marinette County

UWC - Marshfield/Wood - Marshfield

UWC - Richland - Richland Center

UWC - Rock County - Janesville

UWC - Sheboygan County

UWC - Washington County - West Bend

UWC - Waukesha County

APPENDIX D

CAMPUS CHILD CARE SURVEY

Part A - To be completed by the Dean or Director of Student Services or counterpart in each institution surveyed.

1. Name of college or VTAE

   District_____

   _____

2. Name and title of person

   responding_____

   _____

3. If your institution has more than one campus, please indicate the

   campus(es) you are responding for_____

   _____

4. Please check the type of institution:

   _____Two-year college

   _____Two-year vocational, technical and Adult Education

   District

   _____Four-year university

5. Campus population:

   Number of full-time equivalent students _____

   Number of part-time students _____

Number of full-time faculty/administration _____

Number of non-faculty employees (clerical, custodial, etc.) _____

6. Is there a child-care center sponsored totally or in part by your institution?

_____yes _____no.

If no, do you sponsor a referred service for students in need of child care?

_____yes _____no.

If yes, please explain,

_____

_____

Part B - To be completed by the Director of the Campus Child-Care Center. If your institution does not have a center, omit Part B and turn to Part C.

Name of the college or university or VTAE_____

Name of the Child-Care Center_____

1. Is the center located _____On campus? _____Off campus?

2. a. How long has the center been in operation?_____

b. Who was primarily responsible for initiating the child-care program?

(check one)

administration _____

students _____

faculty _____

other(specify) _____

Explain_____

_____

c. Under whose auspices is this program operated? (check all that apply)

Department of Home Economics _____

Department of Early Childhood or Nursery Educ. _____

Department of Child Development or Psychology _____

Not-for-Profit Corporation _____

Other (please specify)_____

3. a. What is the maximum number of children your center can accommodate at one time?_____

b. How many different children are served in an average week?_____

c. How many student/parents attend your center?_____

4. What is the age range of children accepted in your center?

_____Youngest _____Oldest

5. Please check all of the day care programs that your center offers:

_____Full day program, regular attendance

_____Half day program, regular attendance

_____Drop-in care

_____Before school program for school age children

_____After school program for school age children

_____Summer or vacation program for school age children

6. What are the hours of operation?_____ until_____

7. Check all of the groups listed below that are eligible for admittance to your center. If there is a priority system, please rank them in order or priority, 1 being highest.

_____Children of full-time students

_____Children of part-time students

_____Children of staff

_____Children of alumni

_____Children from the community at large

8. How is your center staffed? Please check all that apply.

_____Permanent paid staff

_____Student paid staff

_____Student-in-training staff

_____Volunteers

_____Parent co-op program

_____Federally funded staff (CETA, etc.)

_____Combination of above. Please specify_____

_____

9. Number of paid staff:_____Full-time:_____Part-time_____

10. What is the highest level of education completed by the Director and Head Teachers?

	Director	Head Teachers
High School Graduate	_____	_____
Some college - one year	_____	_____
Some college - two year	_____	_____
Graduate of four year college	_____	_____
Post-graduate degree	_____	_____

11. Indicate the percentage of your annual budget that is provided by:

_____Student activity fees

_____Departmental budget(s)

_____Direct appropriation from university/VTAE District

_____User fees

_____Other. Please specify:_____

_____

12. What other sources of funding do you have?

_____Title XX funds

_____USDA reimbursed food program

_____Other. Please specify:_____

_____

13. Which of the following are provided for your center by the VTAE District or university? Check all that apply.

_____Space, free of charge

_____Space at minimal rent

_____Utilities

_____Janitorial Service

_____Maintenance

_____Furnishings/equipment

_____Consumable supplies

_____Staff salaries

_____Student salaries

_____Student staffing

_____Professional assistance/consultation

_____Other (explain):

_____

_____

14. What other-in-kind services do you receive?_____

_____

15. Campus child-care centers may exist for one or more of the following reasons:

a. provides needed service to parents

b. serves college/university students as a facility for observations and training.

c. Research oriented laboratory for students/faculty.

Which of the following best describes your center?

_____a. is primary reason for center's existence.

_____b. is primary reason for center's existence.

_____c. is primary reason for center's existence.

_____a and b are equally important.

_____a and c are equally important.

_____a, b, and c are equally important.

16. With respect to the child-care program, what are the major problems you have encountered?

In program inception:_____

_____

In program operation:_____

_____

17. Is future growth planned, or a possibility? _____Yes _____No

18. Please identify the major barriers to program continuance, if any: (If more than one, rank numerically in order of importance)

_____Insufficient funds

_____Lack of qualified staff

_____Staff

_____Insufficient interest on part of target groups

_____Absence of support of faculty, staff, and administration

_____Other

(specify):_____

19. Please identify the major incentives to program continuance, if any: (If more than one, rank numerically in order of importance)

_____Availability of funds

_____Availability of qualified staff

_____Felt need/expressed interest of target groups

_____Support of faculty, staff, and administration

_____Affirmative action efforts

_____Need to maintain or build college enrollments

_____Other

(specify):_____

20. How has the center benefited the institution?_____

_____

_____

_____

PART C - To be completed by the Dean or Director of Student Services or counterpart in those institutions that do not sponsor a child-care center at this time.

1. Which of the following reasons for not sponsoring a child-care center apply to your institution? (Please check all that apply. If one reason is predominant, mark it "1")

_____Need for a child-care center has not been indicated by students or faculty.

_____The college/university does not wish to compete with private operators.

_____No space or facilities for a center are available on the campus.

_____No funds are available for a center.

_____Concern for liability.

_____Trustees or governing bodies do not approve.

_____Investigation of the pros and cons has not been completed.

_____Other. please specify:_____

_____

2. Has your institution conducted either of the following in relation to a child care center?_____Needs assessment _____Feasibility study.

   Would you briefly describe the findings?_____

   _____

   _____

3. Does your institution offer courses which might utilize a child-care center for observation, training, or research?

   _____Yes _____No

4. Does you institution plan to establish a child-care center in the foreseeable future?

   _____Yes _____No _____Undecided

APPENDIX E

PARENT CHILD CARE SURVEY

Please fill out and return to your center director now or the next time you return to the center. (It should take 5 minutes to complete)

Part I - Status

In order to determine what the child care needs are of students, both now and in the future, we would like to obtain some important information about you and your family, your school and work schedules and your career plans.

Please check (_____) the information requested.

1. Sex: _____Male _____Female

2. Age:

   _____under 25 _____45-54

   _____25-34 _____55 or older

   _____35-44

3. Marital Status:

   _____single

   _____married

   _____widow/separated/divorce

4. How many children in the following age groups are living at home with you?

   (how many) _____under 2-1/2 (how many) _____6 - 11

   (how many) _____2-1/2 - 5 (how many) _____12 and over

Educational Status:

5. Before entering this educational institution what was your highest level of education?

_____10th grade

_____11th grade

_____High school graduate

_____Other (specify)_____

_____1 - year diploma

_____2 - year college (associate degree)

_____4 - year college graduate

6. How many credits and hours are you presently taking in school.

_____/_____
credits hours

Employment Status

7. Are you currently employed? _____Yes _____No

a. If yes, how many hours per week do you work?_____

Income

8. Please indicate your total family income for the last year (this should include all members of your household and all money you received from outside sources.)

_____under $5,000

_____$5,000 - $9,999

_____$10,000 - $14,999

_____$15,000 - $19,999

_____over $20,000

9. Are your currently paying for your child's day care?

_____Yes _____No

Part II- Barriers

1. Please check those conditions that make it hard for you to attend classes: (check all that apply)

_____transportation

_____family responsibilities

_____child care needs

_____money

_____work hours

_____none

_____other (specify)

_____

2. How difficult would it be for you to attend school if campus child care was not available?

_____extremely difficult

_____moderately difficult

_____would make no difference

3. If campus child care was not available how would you have your child care needs met?

_____licensed family day care

_____babysitter

_____another day care center

_____relative

_____other_____

4. For you to continue to attend this school next term, how important is it that campus child care is offered?

_____very important

_____moderately important

_____not important at all

_____I will be graduating or not continuing past this semester

_____I will be continuing, but my child will be too old for campus child care

5. Relative to other child care that you know is available in your community would you say:

a. Campus child care is _____more expensive

_____less expensive

_____about the same

_____don't know

b. Campus child care opens in the morning _____earlier

_____later

_____same time

_____don't know

c. Campus child care closes in the afternoon

_____earlier

_____later

_____same time

_____don't know

d. Campus child care is _____more convenient

_____less convenient

_____as convenient as other programs

_____don't know

e. The quality of the campus child care staff is

_____better

_____worse

_____same

_____don't know

Part III - Preference

We are interested in knowing about the type of child care arrangements you would prefer for your child if you could have any choice you wanted. For purposes of attending classes, which arrangement is your first choice, second choice and third choice?

1. Use the numeral 1 to indicate your first choice in each age group or groups in which you have a child.

2. Use the numeral 2 to indicate your second choice in each age group or groups in which you have a child.

3. Use the numeral 3 to indicate your third choice in each age group or groups in which you have a child.

	For Your Child		
Arrangements	Under 2-1/2	2-1/2 - 5	6 - 11
Care by family member, other relative or close friend	_____	_____	_____
Care by babysitter	_____	_____	_____
Care by licensed family day care home.	_____	_____	_____
Care by child care center or after-school center in community	_____	_____	_____
Care by campus child care center	_____	_____	_____
You attend classes while child is in public or nursery school	_____	_____	_____
Child takes care of self	_____	_____	_____

Why did you choose to have your child attend this campus child care center? Please put 1 by the most important choice, 2 by the second most important choice and 3 by third most important choice, etc.

_____convenience

_____cost

_____quality of program

_____quality of staff

_____hours open and closed

_____reputation of program

_____recommendation

_____from friend

_____other (please specify)_____

_____

APPENDIX F

March 18, 1983

Dear Dean of Students/Student Services Director:

In partial fulfillment of the requirements for a Ph.D. degree, I am conducting a survey to determine the status of campus child care centers in the public supported post-secondary institutions in Wisconsin. This study will analyze the role child care centers play in assisting students in public supported post-secondary institutions and give descriptive information about the centers or lack of centers.

Once I have determined the number of child care centers, with your help, I will be contacting students using those child care centers. Those students will be asked questions about their use of the child care centers.

For purposes of the survey, a campus child care center is defined as any child care center, day care center, nursery school, laboratory school or co-op child care center located on or as an adjunct to the campus of an educational institution and funded wholly or in part by that institution or its students.

Although directions for completion are given in the questionnaire, they may be summarized briefly:

Part A will be completed by the Dean of Students or Student Services Director. If a child care center is located at your institution or as an adjunct to the institution please forward the questionnaire to the Director of the Campus Child Care Center. Please have the Director return the questionnaire to me.

Part B will be completed by the Director of the Campus Child Care Center.

Part C will be completed by the Dean of Students or Student Services Director <u>only</u> if there is <u>no</u> child care center associated with the institution.

Please return the completed questionnaire by April 1, 1983. A self-addressed stamped envelope is enclosed for you convenience. Thank you for your help.

Respectfully,

Glenn Olsen

Dr. Donald McCarty, Professor
University of Wisconsin - Madison

APPENDIX G

April 10, 1984

Dear Center Director:

I have enclosed the questionnaires for your parents to fill out that I spoke to you about over the phone. Thank you for agreeing to participate in this study. The questionnaire is part of my Ph.D. research. I am analyzing the child care centers and parent responses at the University of Wisconsin system 4 year colleges, and 2 year center institutions system and the VTAE post-secondary institutions.

I am interested in discovering what parents' attitudes are towards the child care center and how the center compares to other child care arrangements. Please have the parents return these questionnaires to you within 30 days. After the parents have returned the questionnaires to you please return them to me in the enclosed stamped envelope.

I really appreciate your help in this endeavor.

Respectfully,

Glenn Olsen

Dr. Donald McCarty, Professor
University of Wisconsin - Madison

APPENDIX H

VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS SPONSORING CHILD CARE

Blackhawk VTAE District
- Beloit Campus
- Central Campus (Janesville)

Fox Valley VTAE District (Appleton)
- Appleton Campus Only

Lakeshore VTAE District (Cleveland)

Milwaukee Area VTAE District
- Milwaukee Campus Only (2 centers)

Moraine Park VTAE District
- Fond du Lac Campus Only

Nicolet VTAE District (Rhinelander)

Southwest Wisconsin VTAE District (Fennimore)

VTAE District #1
- Eau Claire Campus Only

Waukesha County Area VTAE District
- Pewaukee Campus Only

Western Wisconsin VTAE District
- LaCrosse Campus Only